

165.1

REPORT ON PRE-DELINQUENCY
PROGRAMS FUNDED BY CALIFORNIA
COUNCIL ON CRIMINAL JUSTICE

JUNE 1973

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August 20, 1973

The Honorable President of the Senate
The Honorable Speaker of the Assembly
The Honorable Members of the Senate
Assembly of the Legislature of California

Members:

Transmitted herewith is a report on specified pre-delinquency programs funded by the California Council on Criminal Justice.

This report is the result of an investigation requested by the Assembly Committee on Criminal Justice arising from concern over allegations that CCCJ was funding a master computer file on school children, complete with fingerprints.

CCCJ does fund pre-delinquency programs, however, there is no fingerprinting or master computer files resulting from these programs. Files on school children do contain extensive information.

Pre-delinquency programs have some deficiencies in their administration.

For example, CCCJ funded programs do not have a mandatory record destruction provision. Hence, juveniles participating in one of these programs face the possibility of having a permanent record of their participation on file.

Secondly, it was found that the administration of pre-delinquency programs by criminal justice agencies poses the danger of defeating the purpose of the programs.

For example, the programs are described as an alternative to the juvenile justice system. However, since the programs are run by the system, there is no fundamental distinction between pre-delinquency programs and the system itself.

The Behavioral Assessment and Treatment Center and alternate routes are, in theory, voluntary programs, yet their operation by law enforcement agencies is inherently coercive.

The referring police office is informed of the parents' acceptance or refusal to allow the child to participate in the program. There are no objective criteria for referring children to, or acceptance of children by, the programs.

The absence of such criteria makes it difficult to evaluate the juveniles in the program and presents the possibility that juveniles in the programs are there for unverified subjective causes.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Vincent Thomas".

VINCENT THOMAS, Chairman
Joint Legislative Audit Committee

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I. INTRODUCTION

The California Council on Criminal Justice (CCCJ) in its capacity as the state agency responsible for approving grants to local agencies under the Law Enforcement Assistance Administration (LEAA) has made various grants for programs relating to juveniles.

Several of these grants for programs relating to juveniles and pre-delinquency programs have been the subject of local, state, and national news coverage with allegations being made as to the intent and effect of the programs funded by the grants. The nature of the allegations and the seriousness of the issues presented led to a list of seven questions for investigation and report with regard to five specific grants of CCCJ.

The seven questions are as follows:

1. How is the decision made to place children in these programs, and who makes it?
2. Have any of the juveniles in these programs been fingerprinted because of their inclusion in the program?
3. What kind of information has been recorded on the program population?
4. Where is it stored and who has control over the files?

5. Is any of the information on individuals originating from the program or contained in the program records accessible to the sponsoring agency or any other agency?
6. Have any agencies requested information on individuals in the program, and if so, were they supplied with it?
7. What agencies are the recipients of aggregated information on program activities or clients, or of performance evaluations?

The five programs investigated are as follows:

Orange County

1. Volunteers to Influence Student Achievement (VISA),
CCCJ #0806
2. Behavior Assessment and Treatment Center (BATC),
CCCJ #0807
3. Alternate Routes (AR), CCCJ #A-1003

Santa Clara County

4. Criminal Justice Information Control (CJIC), CCCJ
#0151

San Mateo County

5. Operation Early Success, CCCJ #0253.

The programs have been awarded grants in the aggregate of \$1,935,325 of state and federal money of which in excess of \$1,500,000 has been received to date.

This is a preliminary report limited to a review of five specific programs and responses to specific questions presented. It is anticipated that a final report encompassing other pre-delinquency programs will be issued at a later date.

The evaluation was made by two attorneys, an investigator, an expert in program analysis, and an expert in electronic data processing.

II. SUMMARY OF FINDINGS

- A. THERE ARE NO PROVISIONS FOR DESTRUCTION OF RECORDS AFTER THE PROGRAMS ARE TERMINATED. (Page 32)

- B. ADMINISTRATION OF PRE-DELINQUENCY PROGRAMS BY CRIMINAL JUSTICE AGENCIES IN CERTAIN INSTANCES CONTRADICT THE AIMS OF SUCH PROGRAMS. (Page 33)

- C. THERE ARE NO ESTABLISHED CRITERIA FOR REFERRALS TO PRE-DELINQUENCY PROGRAMS. (Page 34)

III. BACKGROUND

A. THE JUVENILE COURT SYSTEM

In California there are three routes by which a juvenile can come within the jurisdiction of the juvenile court system:

1. As a dependent child (Section 600, W&I Code);
2. As a child habitually disobeying or beyond the control of parents or school authorities (Section 601, W&I Code);
or
3. As a violator of the law (Section 602, W&I Code).

A person subject to the jurisdiction of a juvenile court may be brought before the court by any one of the following means: (1) a petition praying that such person be declared a ward of the court and be dealt with according to the provisions of the law; (2) a petition that such person be declared free from the custody and control of his parents; or (3) a certification from any other court before which such person is brought, charged with the commission of a crime.

Any person may present to the clerk of the superior court a petition showing that there is within the county, or residing therein, a person under the age of 21 who fits any of the descriptions giving the court jurisdiction to make him ward of that court as outlined in Sections 600 to 602, inclusive of the Welfare and Institutions Code.

Before such a petition is filed, the probation officer must make such investigation as he deems necessary, and no petition may be filed without his approval except by order of the juvenile court. If the probation officer determines that the filing of the petition is not immediately warranted, he may, with the consent of the parents or guardian and of the minor, continue his investigation for a definite period of time during which he shall supervise the minor and render such assistance to the minor or his parents or guardians as may be necessary.¹

As can be seen, the probation department in each county is vested with a significant amount of authority and discretion.

B. PRE-DELINQUENCY PROGRAMS

"Pre-delinquency" programs are based upon two fundamental assumptions:

1. That pre-delinquent behavior can be categorized with a reasonable degree of certainty; and
2. Once the pre-delinquent child or pre-delinquent behavior has been identified, it is in the public's interest to bring available resources to bear upon the problem before "pre-delinquent" behavior becomes delinquent behavior.

It is beyond the scope of this audit to assess the validity of these assumptions. These assumptions are, however, the basis upon which the "pre-delinquency" programs are based.

¹See 15 Cal. Jur. 2d Delinquent Children, Secs. 13 to 15.

"Pre-delinquency" programs can be divided into two categories:

(1) intervention, and (2) diversion. The distinction to be drawn between the two classes of programs is based upon the time at which public resources are brought to bear on the child.

An intervention program is one in which the child has not come in contact with the formal juvenile justice system, i.e., the authorities intervene before the child comes into the system. This is to be distinguished from a diversion program in which the child has had contact with the system, i.e., the child has been in contact with the system and has been diverted from it.

Of the specific programs under consideration, two of them are clear intervention programs (VISA and Operation Early Success) while one is a diversion program (Assessment and Treatment Center), one is a combination of the two (Alternate Routes), and one does not relate to juveniles at all (CJIC).

C. CALIFORNIA COUNCIL ON CRIMINAL JUSTICE

A prime method of financing intervention and diversion programs has been for the local agencies to secure federal funds under the Omnibus Crime Control and Safe Streets Act of 1968. The methodology for acquiring such funds in California is to secure the approval of a grant application for such funds by the California Council on Criminal Justice (CCCJ).¹ CCCJ is provided for in Title 6 (commencing with Section 13800) of the Penal Code. The council is given the following duties by Section 13805.

13805. "... (a) To develop plans for the prevention, detection and control of crime in the administration of criminal justice. In developing these plans, the council may conduct studies, survey resources and identify needs for research and development in this field.

¹For a discussion and program evaluation of the Council on Criminal Justice, see the Report of the Department of Finance, State of California, March 1973.

(b) To encourage coordination, planning and research by law enforcement and criminal justice agencies throughout the state and to act as a clearing house for proposals and projects in this field.

(c) To develop plans for the dissemination of information on proposed, existing, and completed research and development projects."

Further, the council is directed by Section 13806 as follows:

"13806. In the exercise of its authority under subdivision (a) of Section 13805 the council may develop plans to fulfill the requirements of any federal act providing for the adoption of comprehensive plans to facilitate the receipt and allocation of federal funds for planning, research, demonstration and special project grants. The council shall submit its recommendations concerning applications for federal funds by any state or local agency to the Governor to be forwarded to the United States Attorney General or appropriate federal agency. The council shall also report to the Legislature on its recommendations."

In the context under consideration, the council acts as the approval agent of the federal government in administering certain grant funds. In other words, a local agency seeking funds under the Omnibus Crime Control and Safe Streets Act of 1968 must secure the approval of CCCJ.

The functions of CCCJ specifically do not include direct law enforcement (Section 13807, Penal Code).

IV. PROGRAM ANALYSIS

The five programs under consideration are analyzed below.

A. VOLUNTEERS INFLUENCING STUDENT ACHIEVEMENT (VISA)

VISA is an early intervention program administered by the Orange County Probation Department under CCCJ Grant No. 0806. This program was initially funded under the Omnibus Crime Control and Safe Streets Act of 1968, as amended in 1971. According to CCCJ, the program was funded for \$119,866 over a two-year period and had actually received \$86,129.22 in funds from CCCJ through May 23, 1973.

The program is designed to help young juveniles who develop any type of personal problem which appears and affects their school work. The problem may be a broken or orphaned home, a slow achiever in school, a family which has a language problem and the parents, therefore, do not understand or are unable to assist the child, truancy, or any other problem.

The program operates only in the Placentia School District which has its own program with volunteers to help children (Appendix IV). There are 20 schools within the district participating in the program.

The children in the program are initially referred to the program by a teacher who has made a determination that the program can help. A child may be referred for either behavioral or academic problems, but there are no established criteria defining the type of behavior or academic problem which will be referred. One of the goals of the program is to define the types of problems

which lead to delinquency. The teacher fills out forms (Appendix I). The teacher may not fill out the entry form in some cases, but may only enter name and school if he or she does not have the time to fill out the complete form.

Children from first through sixth grades can be referred to the VISA program. In the first year of operation, 137 children were referred to the program of which 123 were matched with a volunteer. The ethnic characteristics of the 123 children were: Anglo, 62 percent; Mexican-American, 36 percent; and Negro, 2 percent. Of these 123 children, 78 percent were males and 22 percent females; 28 percent were 6th graders, 30 percent 5th graders, 22 percent 4th graders, 9 percent 3rd graders, 4 percent 2nd graders, and 7 percent 1st graders. The children in 89 percent of the referrals had both academic and social problems, 9.8 percent had only social problems, and 1.2 percent had only academic problems.

The principal of each school, as administrator, must, in theory, approve referrals to the program. The approval, in fact, is informal in that the principal does not fill out a form or sign his approval. The principal later fills out an evaluation form to assist in determining results of the program.

Parents must sign an authorization form (Appendix II) which states that the VISA program is jointly sponsored by the Placentia Unified School District and the Orange County Probation Department.

A VISA administrative volunteer matches a volunteer worker to each child referred. The only criteria which we were informed exists for making such a match is the welfare of the child. The volunteer then meets the child at school or at home and takes different approaches to follow through with his or her assigned child. The activities range from tutoring to outings with the volunteer's family.

The ethnic characteristics of the volunteers are: Anglo, 93 percent; Mexican-Americans, 7 percent. Other characteristics of the volunteers are: 36 percent of the volunteers have college degrees; 46 percent have some college; 34 percent are college students; 9 percent are high school students; 45 percent are married; 45 percent are single; and 7 percent are divorced. Three quarters of the volunteers are women. The volunteers are picked and given a complete check by the police and through the Department of Motor Vehicles to determine their responsibility. The volunteers are trained by the probation staff.

The volunteer makes out a monthly report on a form provided by the program (Appendix III). The report calls for a brief summary of activities for the month. The report covers the impressions of the volunteer and any information that the principal or teacher may offer. These reports range from extensive observations by the volunteer to simple statements that the child and the volunteer met on a given day. The monthly report can contain any information.

Records are developed for staff use, and a copy is made for an evaluation study being conducted by the U.S.C. Regional Research Institute in Social Welfare. Questions are sent by the evaluation team and mailed to U.S.C. for inclusion in the research card file. The card file is read into the U.S.C. computer and specific programs are run on it for statistical information analysis. All work done on the file by the evaluation team is done by code number and a member of the U.S.C. staff codes the information. Each child is given a number and any information is filed by that number. Files are not stored in the computer.

The file is used by the staff and volunteers for evaluation. There are changes in volunteers and the file provides future volunteers with necessary information.

There is no entry of file information on the county Central Juvenile Index by the staff of VISA. For a description of the index see Appendix V. The files are not sent to the probation department. They are located in the Placentia office of SMILE (the Orange Probation Department community service project in Placentia).

Questionnaires are sent out to determine whether the people in close contact with the child notice any change in his performance or in the behavior of the child at school or at home. The questionnaires are designed to measure any change which may be perceived by the parent, teacher, principal or volunteer.

There is no equipment used to influence the child in his behavior or academic achievement. The child is given a volunteer to help in whatever way the volunteer can do best. The attempt is to influence the child by examples.

B. BEHAVIOR ASSESSMENT AND TREATMENT CENTER

The Behavior Assessment and Treatment Center is a diversion program run by the Orange County Probation Department funded through CCCJ Grant No. 0807.

The program was initially funded January 1, 1972, and according to CCCJ, through June 1, 1973, had actually received \$176,844.58 from grants over two years of \$299,744.

Basically, the program is an attempt by the probation department to give intensive assistance to selected juveniles who have almost invariably had police contact.

As discussed earlier, in the formal juvenile procedure the police officer writes a request for petition to the probation department. The probation

department reviews the request and may investigate the case. The probation department then files a petition with the juvenile court. If the child is in custody, there are very specific time limits which must be met in order to keep the child in custody. The petition in a custody case, for example, must be filed within 48 hours of the child's incarceration. The court then holds a hearing to determine whether the child comes under the jurisdiction of the court. If the child comes under the jurisdiction of the court, then the court sets a date for a dispositional hearing to determine what treatment for the child is best.

The juveniles who are referred to this program have not been found by the juvenile court to be wards or dependent children of the court. After a police contact, such as an arrest, the police officer makes a determination that the child and/or family can use the services of the Assessment and Treatment Center, and makes the referral.

The police officer in the Assessment and Treatment Center case is given notice as soon as possible (within 24 hours) of the results of the first interview as to whether the case has been accepted and general expectations of treatment. This feedback is felt by the program personnel to be a positive aspect of the program in that the police see the results of their referral and are able to make further judgments accordingly. They are also informed if any one does not appear for his interview.

Once accepted, any charges against the child are dropped and the child is referred to a separate agency or may volunteer for counseling at the center.

The staff of the center is made up of six members who are divided into three teams. There is one probation officer (therapist) and one psychologist for each team. The team counsels the child and his family and tries to receive cooperation from all family members. There is a consultant psychiatrist for each

team. The consultant comes in once a week and observes and makes recommendations to the team. There is a different consultant for each team. There is a room provided for this type of observation equipped with a one-way mirror, or the psychiatrist may choose to sit in.

There are monthly meetings between the center staff and police department personnel. There is an attempt to create a close working relationship between the probation staff and the police juvenile officers. The same center staff meet with the same police officers each month.

Files on each child are kept at the center office. The files consist of referral forms, interview reports, school psychiatric reports, if there are any, a record check from the Central Juvenile Index, and observations and recommendations of the therapist and the psychologist.

The information in the files will be coded and used for statistical analysis. There is a contract between the probation department and the U.S.C. Regional Research Institute in Social Welfare to do an evaluation of the program. The computer that will be used is at U.S.C. and is not on-line. There should be no use for the names of individuals in the program at the end of the program, and names are proposed to then be purged from the computer card files. The original files, we were advised, can be destroyed also. There is, however, no requirement in the funding grant to destroy the files.

C. CRIMINAL JUSTICE INFORMATION CONTROL (CJIC)

Criminal Justice Information Control (CJIC) is a program administered by the County Executive of Santa Clara County under CCCJ Grant No. 0151.

The program was funded initially on July 1, 1970, and over the ensuing three-year period has been granted \$811,003 of CCCJ funds, of which, according to CCCJ, \$732,845.20 has been received through April 9, 1973.

The purpose of the program is to provide Santa Clara County with a centralized criminal justice information center.

The first two phases of the program (two consecutive one-year grants) have been implemented providing the county with a centralized criminal justice information center. This is a computerized records center providing past arrest records and current status of all persons in custody or involved in the criminal justice process in the county. The central computer is linked with at least one video outlet and one printer to every sheriff's facility, every police department, and every court of any level in the county, as well as the District Attorney, the Public Defender, the Adult Probation Office, and the County Communications Center.

The Criminal Justice computer is interfaced with the County's Local Government Information Control (LOGIC) system. This provides more complete information on persons of interest to law enforcement from civil information stored in LOGIC. Upon completion of terminal capability, CJIC will also interface with PIN, which is the Bay Area Police Information Net, with the California Justice Information System, and other locally-operated computer systems. In this manner, an inquiry from any authorized CJIC terminal will access and receive relevant information from any of the connected systems.

At this time, although the grant application(s) provided for juveniles in CJIC, the system has processed only adult information. Information needs on juveniles differ from the requirements of adult agencies in that additional, more complete background information is desirable to permit evaluation of the juvenile

and to program the handling which would be most beneficial in each case. Also, the Welfare and Institutions Code imposes additional restrictions on dissemination of juvenile information. A joint juvenile-adult system is, therefore, impractical.

As a consequence, Santa Clara County officials have prepared for submission to CCCJ a grant application for funds to develop a computer-based countywide juvenile information system (CJIS), separate from the adult system now in operation (CJIC). The juvenile system, if funded, will include information beyond that now placed in the adult system, but which is believed necessary to support probation and police officers in arriving at the most effective handling and treatment of juvenile offenders. The separate system, if funded, will in theory permit incorporation of safeguards against unauthorized access to or dissemination of information above those included in the adult system. The juvenile system is planned as phase III of a four-year master plan.

An interview with Richard W. Bothman, Chief Juvenile Probation Officer for Santa Clara County, disclosed that CJIS is intended to include considerable background information not directly related to the offense or circumstances which lead to the juvenile penetrating the system. This information will be available to other departments having subsequent contact with the juvenile already in the system. It should be stressed that the proposed CJIS does not provide for pre-delinquency programs but is to deal with juveniles already within the juvenile court system, i.e., primarily with middle or late teenagers who have been adjudged wards of the court, or have been referred under provisions of the Welfare and Institutions Code. In other words, the program specifications provide for the computerization of records and information contained in files now maintained manually.

D. OPERATION EARLY SUCCESS

Operation Early Success was an intervention program located at the Lakeshore Elementary School in Foster City administered by the San Mateo County Board of Education under CCCJ Grant No. 0253.

The program was funded for two years, from July 1, 1970 to June 30, 1972, in the amount of \$226,202 of which, according to CCCJ, \$212,880.13 was actually received.

The program objective was to avoid delinquency by maintaining the slow achievers in the regular classroom, in association with more successful students, rather than to let them fail and gravitate into association with and identify with other non-achievers and failures thus removing incentive to achieve. As can be seen from the preceding paragraph, the program is no longer in existence due to a lack of third-year funding.

According to interviews with those administering the program and statements contained in the grant applications, this program dealt with kindergarten and early primary students and was intended to reduce trends toward delinquency within the county. Its goal was to maintain the problem child in the regular classroom despite signs of aberrant behavior. It was aimed at assisting the teacher to recognize the at-risk child, measure the child's skill attainment, set up individualized learning objectives utilizing all available resources, such as community and mental health facilities, recreational and education services. It was believed the child had a better opportunity to adjust and develop while in familiar surroundings and in associating with more successful achievers, than would be the case by permitting him to fail thus separate from his regular peer

group and enforce his association and identification with other poor achievers. It was said that many researchers have established a positive relationship between poor school adjustment and juvenile delinquency.

An important part of this program was conceived as the involvement of the parents. Individualized programs of formal and informal parent education and cooperative planning of home and school activities were set up. Parental permission was a requisite and parental involvement was sought in working with a child who appeared to be in danger of school failure.

One of the aims of the project was to track the children who were targeted in this program for a long-term followup study by researchers at the University of California to determine what percentage gravitated into the correctional system. No computerization was involved in the program. Notation of participation in the program was made in the juvenile's cumulative record kept by the school.

As a result of the failure to secure third-year financing, some (but not all) of the accumulated records have been destroyed. Those that remain are under lock at the Lakeshore School, accessible to the professional staff of the school. The research and tracking of target children which was a program objective is being continued.

Seventeen children were selected for long-range attention with parental permission. Researchers from the University of California will maintain contact with subject children and families to determine what kind of social adjustment is made.

E. ALTERNATE ROUTES

Alternate Routes is a diversion program administered by the Orange County Probation Department under CCCJ Grant No. A-1003 for the period July 1, 1971 to February 28, 1974, for a total of \$386,292. This funding is for the second year of the program which was previously funded directly by the Law Enforcement Assistance Association (without the assistance of CCCJ) for a sum of \$92,218.

The program, as the name implies, is an effort to provide alternatives to the juvenile justice system. The program seeks to provide coordination between existing community services and the formal juvenile system; to assist school counselors, child guidance clinics, and the juvenile justice system; to achieve solutions for problems experienced by youth and their families; and to discover delinquent patterns.

The Alternate Routes program is currently a pilot program operating in the cities of Fountain Valley and Placentia, but the probation department has plans to extend this program to the whole of Orange County. The program provides group, individual, family counseling, and education efforts. More than 1,600 youth in Placentia and Fountain Valley were accepted in the first 16 months of operations. There are six staff members. With each referral, the staff tries to plan action which will meet the needs of the child and his school and family, and change the behavior of the child in a socially acceptable direction.

In addition to working with referred families, the Alternate Routes counselors provide consultation services and individual counseling. They may assist school officials to understand the juvenile justice system, advise police

officers as to probation and juvenile court procedures, or assist schools in developing tutorial and truancy prevention programs.

The probation department has contracted with the Regional Research Institute in Social Welfare of the University of Southern California to assist in an evaluation of the project. The goals will be measured through the use of attitude and opinion questionnaires, personal interviews, case studies and statistical analyses.

Referrals to Alternate Routes can originate from police, schools, parents or the probation department. There are no restrictive criteria placed on the referrals. Between 20 and 25 percent of the total referrals to Alternate Routes are in the form of an application for petition to the juvenile court from the police with a recommendation for Alternate Routes. In those instances where juveniles so referred are not accepted into Alternate Routes, the original application for petition places the juvenile within the system automatically. Another 15 to 20 percent of the total referrals to the program come from police on an informal request for assistance which does not involve an application for a petition. In the event a juvenile so referred is not accepted, the police may either file an application for petition or drop the matter. The remaining referrals to the program come predominately from the schools without any police involvement. Approximately 20 percent of the total referrals come from outside the schools or police, i.e., parents, probation department, etc.

A review of the 90-active files at Fountain Valley disclosed that the children being treated at Alternate Routes were equally divided by sex (44 boys - 46 girls) and ranged in age from 10 to 17 years old with the majority being 14-16 years old. The reasons cited for referral to the program were family, school and

legal problems, petty theft, burglary, runaway, truancy, and "incorrigible" charges being the preponderant causes. Fifty-nine percent of the 90 had no prior arrest history.

V. ANSWERS TO SPECIFIC QUESTIONS OF THE ASSEMBLY
COMMITTEE ON CRIMINAL JUSTICE

A. HOW IS THE DECISION
MADE TO PLACE CHILDREN IN
THESE PROGRAMS, AND WHO MAKES IT?

1. VISA - The teacher makes a decision to refer a child to the VISA program (September 1972 VISA Program Analysis, p. 2; VISA proposal, p. 5; Year Ending Report by Probation Department to the California Council on Criminal Justice, March 1973, p. 1). There is no set standard for referring children to this program, and a child may be referred at any time after the teacher meets the child. The police do not have contact with the children referred to VISA. The teacher's referral is based upon academic and/or behavioral impressions. There is a form which the teacher fills out when making the referral. The parent must sign a form volunteering for the program before the child will be accepted. The program staff makes the final decision as to who to accept. One of the goals of the program is to establish a set of standards for referral.
2. Assessment Center - In referrals to the Assessment and Treatment Center, the child first has some police contact. This contact can be of any type, ranging from arrest for violation of the law, to a parent calling in asking for help with the child. The police can make a referral of any child they wish,

and there is no restriction on the police as to type of problem to refer to the program. The parent is given an appointment and comes into the office with the child. The parent and child are interviewed by a therapist (probation officer) and a psychologist. The two staff members decide on the disposition of the case. They may refer to another agency or take the case themselves. The police are notified of the disposition of each referral.

3. CJIC - As indicated in the analysis of the program set forth above, the program does not contain juveniles.
4. Early Success - As indicated earlier, this program is no longer in operation. When operative, however, referrals were made by teachers.
5. Alternate Routes - School staff can make a referral to the Alternate Routes program for any inappropriate social behavior (report by the probation department prepared for the Orange County on Criminal Justice, March 1973). The Alternate Routes staff determines whether or not they will accept the referral. Police officers and probation officers as discussed earlier also refer children to the Alternate Routes program. There are other agencies which refer cases, including parents, but they account for less than 19 percent of the total. The staff of the program makes the decision to accept or reject the case. The parent must sign a volunteer form in all cases before a child will be accepted by the program.

B. HAVE ANY OF THE
JUVENILES IN THESE PROGRAMS
BEEN FINGERPRINTED BECAUSE OF
THEIR INCLUSION IN THE PROGRAM?

1. VISA - We discovered no evidence of fingerprinting in the VISA program.
2. Assessment Center - We discovered no evidence of fingerprinting because of inclusion in this program. It should be observed, however, that the police may fingerprint the child when they make their contact before their referrals to the Assessment and Treatment Center. There are 23 police departments in Orange County and they all have their own systems for determining who they will refer to the program. The police may make an entry in the Central Juvenile Index. Some children in the Assessment and Treatment Center program may have been fingerprinted but if they were it was not because of their inclusion in the program but rather because they were detained by the police in a matter which led to their eventual inclusion in the program.
3. CJIC - The program does not contain juveniles.
4. Early Success - No evidence of any fingerprinting exists in regard to this program.
5. Alternate Routes - The comments applicable to the Assessment Center program are of equal application to Alternate Routes.

C. WHAT KIND OF INFORMATION HAS
BEEN RECORDED ON THE PROGRAM POPULATION?

1. VISA - The information recorded on the VISA program population is anecdotal notes by volunteers (monthly reports) and forms filled out by the teacher, principal, and parents. Copies of these forms are in Appendix I and III.
2. Assessment Center - The Assessment and Treatment Center has a file on each child containing the forms set out in Appendix VII. There is also a copy of the letter sent to the police officer referring the case and a chronological history of the case in each file.
3. CJIC - The system is alleged not to contain any juveniles. The information contained in files includes records of arrests, convictions, sentences, and present location within the system, i.e., probation, awaiting trial, etc.
4. Early Success - Case studies were done. These consisted of teachers' descriptions of children presenting learning or behavioral problems, information from formal testing and from observation by the teacher, and studies in reading achievement were also included.

No psychological testings or psychiatric evaluations were included, nor is there any comment or record of police contacts. Notice that the juvenile was participating in the program was made on normally kept school records.

5. Alternate Routes - The Alternate Routes files consist of a chronological history, record checks, police department

reports and forms used by the Alternate Routes staff.
Copies of these forms are in Appendix VI.

D. WHERE IS IT STORED AND
WHO HAS CONTROL OVER THE FILES?

1. VISA - The VISA files are stored at 533 Palm Drive in Placentia, Orange County. Office staff has open access to these files.
2. Assessment Center - The Assessment and Treatment Center files are located at the center office adjacent to the probation department office at the Orange County Administration Center. They are open to the staff. It is planned that files be put on computer program cards to be run for statistical evaluation purposes, and the names then purged.
3. CJIC - As indicated earlier, the system appears not to include juveniles. With regard to the specific question, there are terminals (CRT's) located at the courts, sheriff's offices and local police departments within the county. Security is provided by restricting certain terminals to specific types of inquiries. The only terminal which has access to all data and all transactions is located in the central data processing site. There are no lockwords or operator I.D. controls to restrict activity on the terminals to authorized individuals. Dependence is upon the physical security surrounding the terminal such as access control and guards. If one is able to gain access to a terminal and knows the sign or technique,

everything to which the specific terminal is authorized to access or add is available.

On the subject of juveniles on the system, inquiry was made as to edits on age or violation code number which could restrict the addition of juveniles. There are no such edits and the system depends on the integrity and reliability of the booking officer to keep juveniles off the system. This problem is compounded when it is considered that the sheriff's offices and the local police departments all have the capability to add new records.

In order to test the system for juveniles, records were pulled on 25 juvenile offenders who were booked, convicted and sentenced to see if they were on the system. They were not. It should be observed, however, that the Juvenile Probation Office only has records on about 52 percent of the juvenile offenders because the balance is retained by the local police departments. There is a possibility that some of those juveniles may be on the system. We asked for a listing of those in the computer born in 1953 or later. To date, they are having trouble producing such a list.

4. Early Success - The files at Early Success which remain after termination of the program are kept at the Lakeshore School under lock and key, access being limited to professionals at the school.

5. Alternate Routes - Alternate Routes information is maintained separately from the files of the probation department in both Fountain Valley and Placentia. Staff personnel and the University of Southern California Regional Research Institute of Social Welfare evaluator are the only authorized users of the files.

The U.S.C. project evaluator works with both the VISA and Alternate Routes programs. In order to preclude access to his evaluation data, he has parents, principals, teachers and volunteers mail the questionnaire they complete on a child directly to U.S.C. rather than to the offices in Fountain Valley and Placentia. These questionnaires bear the names of the children. Raw data from these questionnaires is compiled directly into evaluation reports. Names of children do not appear in these reports. Information from Alternate Routes children is computerized, but only by a case number which is assigned each child. Once a case number is assigned to a child and the raw data is cross referenced, the name of the child is blacked off the forms leaving no way to associate the computer information with a specific child.

E. IS ANY OF THE INFORMATION
ON INDIVIDUALS ORIGINATING FROM
THE PROGRAM OR CONTAINED IN THE
PROGRAM RECORDS ACCESSIBLE TO THE
SPONSORING AGENCY OR ANY OTHER AGENCY?

The sponsoring agency of all these programs is the California Council on Criminal Justice. They do quarterly evaluations of the programs at which time all files are available to them.

1. VISA - As noted previously, the University of Southern California Regional Research Institute in Social Welfare is doing an evaluation of the project, and a complete copy of all files is given to the evaluator. These files are placed on data processing cards for use in statistical analysis. Statistical programs run on the U.S.C. computer. Each child is assigned a number and all information referring to that child is given the same number. An evaluation team from Behavioral Research and Evaluation Corp., based in Colorado, 1121 Broadway, Suite 5, Boulder, 80302, has done an evaluation of the program.
2. Assessment Center - The Assessment and Treatment Center staff assured us that their files are not for the use of the probation department.
3. CJIC - It is alleged that no juveniles are in the system. What information is in the system is available to law enforcement agencies, the probation department and the courts.
4. Early Success - Files of 17 students, with parental consent, are available to Dr. Eli M. Bower, University of California - Berkeley, Department of Educational Psychology for the purpose of a long-term research project. The remaining files are under lock at the Lakeshore School.
5. Alternate Routes - In addition to being made available to the research team from U.S.C., the information from Alternate Routes files has been made available to the juvenile courts in

subsequent dispositional hearings. Disposition hearings are held to determine what the best treatment a child who has found to be under the jurisdiction of the juvenile court can receive to help him stay out of trouble. The probation department is responsible for providing the court with information on the child (Section 581, W&I Code).

F. HAVE ANY AGENCIES REQUESTED
INFORMATION ON INDIVIDUALS IN THE PRO-
GRAM, AND IF SO, WERE THEY SUPPLIED WITH IT?

Initially, it should be observed that whichever program was being investigated there was reluctance to make available to this office any data which in any manner could be related to any individual. In fact, in Santa Clara County when verifying that CJIC did not possess any juveniles, it was necessary to secure the permission of the juvenile court judge to secure juvenile names to test the computer. In all of the programs investigated, we found no evidence that any agency other than the juvenile court, related to the funding of the program (CCCJ or LEAA) or under contract for bona fide research, has attempted to receive or actually has received information.

G. WHAT AGENCIES ARE
THE RECIPIENTS OF AGGREGATED
INFORMATION ON PROGRAM ACTIVITIES OR
CLIENTS, OR OF PERFORMANCE EVALUATIONS?

The agencies that are recipients of aggregated information follow:

- The U.S.C. Regional Research Institute in Social Welfare is a recipient of aggregated information for evaluation purposes of the Orange County programs.

- The University of California, with regard to the San Mateo County program.
- The California Council on Criminal Justice evaluates all the programs quarterly and receives year ending reports from the grantees.
- The State Department of Finance has done a management audit of the programs which has not yet been released.
- There is an evaluation team from Behavior Research and Evaluation Corporation, in Colorado, which has done an evaluation of the Orange County programs.
- The Auditor General.

VI. FINDINGS

The findings made in the course of this investigation are discussed in the following section of this report.

FINDING A

THERE ARE NO PROVISIONS FOR DESTRUCTION OF RECORDS AFTER THE PROGRAMS ARE TERMINATED.

The pre-delinquent programs are essentially pilot projects, one of the purposes of which is to validate certain hypotheses on delinquency prediction and prevention. As pilot projects, any residual records after termination of the project should relate only to proving or disproving the validity of the concepts sought to be proven or disproven. Accordingly, there is no need for individual records being maintained. In fact, the existence of individual records long after their need has passed presents the real possibility that such records will be used for purposes other than that for which they were accumulated. Many of these pre-delinquency programs are administered by probation departments. The existence of these records within probation departments after the program has terminated creates the possibility that the records will be used for probation purposes. For example, the administration of Alternate Routes has stated that upon occasion records and information acquired in this voluntary program outside of the juvenile court system have been used in subsequent dispositional hearings in juvenile court.

A further example is the retention of files for Operation Early Success, a discontinued program, by the Lakeshore School. We were told that

files were being retained, under lock, pending instructions from "the people who run the program". Conversations with high level personnel at the County Board of Education and the San Mateo Unified School District disclosed uncertainty as to existence of any such records. Accordingly, Lakeshore School personnel may await a destruction notice for a long time.

There are statements contained in various documents (the 1973 VISA report, for example) that such records will be destroyed, or files will be purged. Such preventative methods were also stated to us orally. There are, however, no requirements in state or federal law or in the grant awards which require such action.

FINDING B

ADMINISTRATION OF PRE-DELINQUENCY PROGRAMS BY CRIMINAL JUSTICE AGENCIES IN CERTAIN INSTANCES CONTRADICT THE AIMS OF SUCH PROGRAMS.

These programs are in the main run by criminal justice agencies. Since a prime source of money for these programs is under the Omnibus Crime Control and Safe Streets Act of 1968, the programs must, perhaps, be administered by criminal justice agencies. This conclusion is reinforced by statements made by a representative of the San Mateo County Board of Education that third-year funding for Operation Early Success was withheld because the program was administered by the schools.

One of the dangers inherent in the administration of pre-delinquent programs by criminal justice agencies, such as probation departments, is the overlapping of functions and treatment of juveniles as future clients.

It is difficult to evaluate what effect labeling has on persons in the program. Regardless of how well-intentioned a program and its administration may be, it is of little consequence to a juvenile if he sees his probation officer in a voluntary pre-delinquent program outside of the system and without the system's procedural safeguards or in his capacity within the system with its safeguards. In other words, although a fundamental purpose of pre-delinquency programs is to avoid bringing juveniles within the system, there is no fundamental distinction between pre-delinquency programs run by the system and the system itself.

Another aspect of pre-delinquency programs being administered by criminal justice agencies is the inherent coercion in what are supposed to be voluntary programs. As discussed earlier, a significant percentage of the referrals to one program (Alternate Routes) are by an application by the police to the probation department for a petition to the juvenile court for 600, 601 or 602 proceedings against the juvenile. If the juvenile is accepted for the program and the parents do not agree to volunteer, the child is within the system. This is direct coercion. In other programs, coercion is not so direct but is, we believe, equally present because a criminal justice agency (with power to take action against the individual) is administering the program.

FINDING C

THERE ARE NO ESTABLISHED CRITERIA FOR REFERRALS TO PRE-DELINQUENCY PROGRAMS.

None of the programs surveyed established any objective criteria for referrals to the program. In many instances, no criteria are established by the program. As discussed initially, however, pre-delinquency programs are

experimental and it may be that no "pre-delinquent profile" exists. Regardless of the cause for the lack of objective criteria, however, and regardless of how well justified such lack is, the fact remains anyone can be referred to any one of these programs for any subjective reason of the person making the referral.

In addition to an absence of definite standards for referral, there are no finite standards for acceptance into the program for persons administering the program.

One of the benefits a juvenile who is within the juvenile court system has is the protection of due process, the presumption of innocence, and the right to counsel. There are no such protections outside the system in these "voluntary" programs. In fact, we think it may be fairly stated that the benefit accruing to a juvenile by being in one of these voluntary programs is paid for by foregoing certain rights to which he is otherwise entitled. It is imperative, in our view, that such programs adopt some minimal criteria for referral to and acceptance by such programs.



Walter J. Quinn
Acting Deputy Auditor General

July 10, 1973

Staff: Jerry Bassett
Peter Barbosa
Al Coffey
G. Dan Turner

VISA - VOLUNTEERS INFLUENCING STUDENT ACHIEVEMENT

YOUTH REFERRAL FORMInstructions:

Complete one form for each student participating in VISA

School _____

Grade: 1st ___ 2nd ___ 3rd ___ 4th ___ 5th ___ 6th ___

Teacher _____

After child is assigned to a volunteer, the volunteer will be contacting you.
What day and time would you prefer to be called? _____

1. Name _____

2. Address _____

3. Telephone _____

4. Date of Birth _____ Age _____

5. Sex: Male ___ Female ___

6. Ethnic Identity _____

7. How long at present address _____

8. Father's name _____

Father's address _____

Father's employment & telephone no. (if known) _____

Mother's name _____

Mother's address _____

Mother's employment & telephone no. (if known) _____

9. Number of brothers & sisters: Natural - Male ___ Female ___

Step - Male ___ Female ___

10. General health: Poor ___ Fair ___ Good ___

Physical disability (describe) _____

Presently taking medication (ritalin, dilantin, mellaril, etc.)

Yes ___ No ___ What kind? _____

Describe in detail the behavior patterns of this child that has led you to initiate this referral: _____

Based on your observation, does this child exhibit any of the following behaviors? (NOTE: If you feel further explanation is needed, please write remarks on reverse side.)

<u>Type of Behavior</u>	<u>Not a Problem</u>	<u>Moderate</u>	<u>Frequent</u>	<u>So serious child needs immediate attention</u>
PERSISTENT DISRUPTIVE BEHAVIOR				
1. <u>Appears restless</u>				
2. <u>Displays attention seeking behavior</u>				
3. <u>Is unusually loud and/or physically active</u>				
4. <u>Displays unccoperative attitudes</u>				
5. <u>Appears to be hyperactive</u>				
6. <u>Disrupts class activites</u>				
RELATIONSHIPS WITH PEERS				
7. <u>Demonstrates inability to have fun</u>				

Type of Behavior	Not a Problem	Moderate	Frequent	So serious child needs immediate attention
8. Aggressive (verbally or physically)				
9. Withdrawn (a loner)				
10. Passive, suggestible				
11. Strong allegiance to selected peers				
12. Apparent disregard of the feelings of others				
13. Is led by companions having divergent behavior				
ACADEMIC ACHIEVEMENT				
14. Not working at appropriate grade level: reading _____ math _____				
15. Apparent lack of interest or motivation				
16. Short attention span or loses interest quickly				
17. Able to profit by praise or punishment				
SCHOOL ATTENDANCE				
18. Excused absences				
19. Unexcused absences				
20. Tardy to class				
GENERAL BEHAVIOR				
21. Worries/anxious/fearful				
22. Timid/shy/self-conscious				

So serious
child needs
immediate
attention

	Type of Behavior	Problem	Moderate	Frequent	
23.	Low frustration threshold				
24.	Unsure				
25.	Irresponsible/ disorganized				
26.	Aloof/independent/ does not relate to peers				
27.	Lethargic				
28.	Daydreams or is preoccupied				
29.	Jovial /self-assured				
PARENT CHILD RELATIONSHIP					
30.	Apparent neglect				
31.	Reported disorganized family situation				
32.	Reported family discipline				
33.	Reported incorrigible behavior in home				

OTHER PROBLEMS _____

Please check activities which you believe would benefit this child.

_____ Friendly counseling by a VISA volunteer

_____ Tutoring

_____ Math

_____ Spelling

_____ Reading

_____ Language

~~CONFIDENTIAL~~

Abstract

Figure 1

VISA
(VOLUNTEERS INFLUENCING STUDENT ACHIEVEMENT)

PARENT CONSENT FORM

I HEREBY GIVE MY CONSENT FOR MY CHILD _____

TO PARTICIPATE IN VISA, A COMMUNITY SERVICES PROJECT ACTION AND GUIDANCE PROGRAM,
JOINTLY SPONSORED BY THE PLACENTIA UNIFIED SCHOOL DISTRICT AND THE ORANGE COUNTY
PROBATION DEPARTMENT. THIS PROGRAM INCLUDES THE 1972-73 SCHOOL YEAR.

I UNDERSTAND THAT ANY TESTS ADMINISTERED OR MATERIALS AND INFORMATION DISCUSSED
WILL BE TREATED IN A CONFIDENTIAL MANNER AND WILL BE USED SOLELY FOR THE PURPOSE
OF HELPING MY CHILD.

I UNDERSTAND THAT I HAVE THE OPTION OF REMOVING MY CHILD FROM THE PROGRAM AT ANY
TIME, MERELY BY CONTACTING THE PRINCIPAL OF THE ATTENDING SCHOOL.

IN THE EVENT THAT EMERGENCY MEDICAL AID IS REQUIRED AND THE PLACENTIA UNIFIED
SCHOOL DISTRICT IS UNABLE TO CONTACT ME TO SECURE MY PRIOR APPROVAL, I CONSENT
TO SUCH REASONABLE MEDICAL AID.

PARENT(S) SIGNATURE

ADDRESS

CITY,

DATE

TELEPHONE

**VISA VOLUNTEER
MONTHLY REPORTING FORM**

VOLUNTEER: _____ **DATE:** _____

STUDENT: _____ **SCHOOL:** _____

ADMIN. VOLUNTEER _____

MONTHLY CONTACTS

DATES

TOTAL HOURS

Student

Student's Parents

Admin. Volunteer

Other

ACTIVITIES: Describe the types of activities you have participated in with your student; i.e., counseling, visit to Boys Club, went on a hike, etc.

COMMENTS:

MAIL TO: SMILE Project
P.O. Box 342
Placentia, CA 92670

DO YOU LIKE TO WORK WITH KIDS? VOLUNTEERS
ARE NEEDED BY SCHOOLS

The Placentia Courier
Wed., April 25, 1973

"Have you ever thought you would like a chance to teach or work with children? Teachers and administrators in the Placentia Unified School District would like to give parents and others in the community that chance.

'We know there are many people in our community who have a great deal to offer in the way of professional background, hobbies or leisure-time interest, and we would like to have them share this knowledge with children in our schools,' explained Supt. John Tynes.

Many of the district's 20 schools already have extensive lists of community resource people who enjoy visiting classrooms to share experiences, give demonstrations and provide information.

District officials hope to establish a resource bank of people who would like to present lectures, programs and classes or help in tutoring students in need of additional attention.

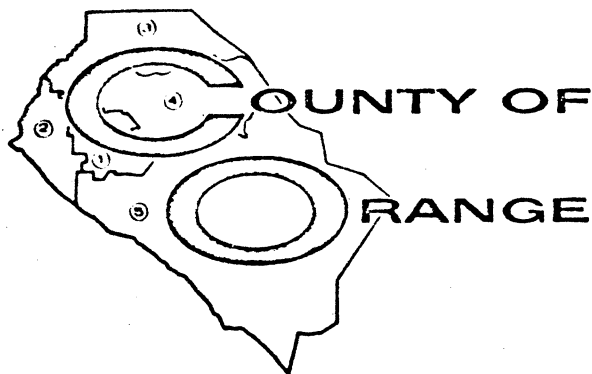
'Some of our schools have mothers who volunteer to come to classes to demonstrate skills such as cake decorating,' Tynes noted. 'We even have a father who is a deepsea diver who has come to school with his equipment. Many people use their working backgrounds to teach basic science principles or help children with handicrafts.

Letters have been sent to parents in the Placentia Unified School District asking for indications of interest in presenting programs. Anyone interested in serving as a school community resource is asked to contact the pupil services department of Placentia Unified School District, 524-4233."

ROBERT S. FARMER
DIRECTOR OF DATA SERVICES

ENGINEERING BUILDING
400 CIVIC CENTER DRIVE WEST
SANTA ANA, CALIFORNIA 92701

PHONE 834-2702 OR 834-2700
AREA CODE 714



DATA SERVICES

March 14, 1973

TO: Lou Moore, Probation Department
FROM: Jan Larson, Programmer Analyst, Data Services
SUBJECT: CJI Contact Inquiry Response Template

An additional inquiry capability that summarizes all contacts for an individual is now available to CJI users. The following format must be used:

nnnn*SHØ2E*6Ø**LASTNAME*FIRSTNAME*MIDDLENAME,ENTRYNN,DATESFFFFFFFFTTTTTT,TRAF

The options are used as follows:

1. Name Entry (REQUIRED) A partial name may be used. If the file contains more than one record for the name supplied, the message 'NN ENTRIES EXIST FOR THE INDEX REQUESTED' will be returned.
2. ENTRYNN (OPTIONAL) This entry is used to get a specific entry when the file contains more than one record for the name supplied. NN must be numeric and contain the value 01 thru 50.
3. DATESFFFFFFFFTTTTTT (OPTIONAL) This entry is used when only contacts for a specified time interval are to be summarized. FFFFFFFF is the beginning date and TTTTTT is the ending date. These dates must be numeric, and must not be greater than the current date. The beginning date cannot be the same as the ending date.
4. TRAF (OPTIONAL) This entry is used when contacts with traffic charges (602 TRAFFIC) are not to be included in totals.

A layout sheet showing the format of the response is attached.

If you have any questions regarding the use of this inquiry feel free to contact me at 834-2485.

Jan Larson

Jan Larson
Programmer Analyst, Data Services

(44)

JL:HM
cc: Capt. Luxembourger, Sheriffs Department

ADT Street Layout Sheet

Date 1-8-73

(45)

1-2-73
Date

OFFENSE CONVERSION TABLE

<u>Offense Code</u>	<u>Offense Description</u>	<u>Response Format</u>
600	MENTAL P/CUST LPC OTHER	MENTL P/CST LPC OTHER
601	INCORR S/IMM D/IMM TRUANT RUNAWAY OTHER	INCOR S/IMM D/IMM TRUNT RUNWY OTHER
602	A&B ABC ADW BURG C/MOL CKS CO/CI ORD CC/ORD CI/ORD CONT DEL CRT ORD CURFEW DISTURB DRK DUI IND EXP ARSON FEL/O HOMI RAPE FIREWKS MAL MIS MISD/O NARC ROBB SEX/O THFT TRAF TRESS V/THFT ESCAPE OTHER	A&B ABC ADW BURG C/MOL CKS CCORD CT DL CRTOR CURFEW DISTR DRK DUI EXPOS FEL/O FIRWK MALMS MSD/O NARC ROBB SEX/O THFT TRAF TRESS V/TFT OTHER

CASE STATUS

1. New Case _____
Case Reopened _____

IDENTIFICATION

2. Today's Date: _____ Mo. Day Yr. 4. Juvenile's Date of Birth: _____
Mo. Day Yr.
3. Case #: _____ 5. Sex _____
6. Juvenile's Name _____ Last First Middle
7. Juvenile's Address _____ Street No. Street Name
City State Zip
Home Telephone or Nearest Phone _____
8. Parent or Guardian's Name _____ Last First Middle
Relationship _____
9. Parent or Guardian's Business Telephone _____ Telephone Number _____
10. Parent or Guardian's Address if Different from Juvenile's _____ Street Number Street Name
City State Zip
Home Telephone or Nearest Telephone _____

SOURCE OF REFERRAL

11. Record Agency Name, Phone No., Case No., and Officer

Agency Name Agency Phone No. Agency Phone No.

Officer's Name _____

a. Police Dept.

_____ informal
_____ formal (AP) non-custody
_____ formal (AP) custody

b. Probation Dept.

_____ intake informal
_____ 654
_____ intake formal (AP) non-custody
_____ intake formal (AP) custody

c. Schools:

_____ Welfare & Attendance Office
_____ School Counselor
_____ Other (Specify) _____

d. Non-official:

_____ Self
_____ Immediate family
_____ Other relatives
_____ Friends
_____ Other Person (Specify) _____

CASE DESCRIPTION:

12.a. W&I Code _____

b. Penal Code _____

c. Narrative Statement: (e.g., Drug use, with companions, recent conflict in home, prior runaways, unique family situation, etc.)

_____APPOINTMENT:13. Appointment Date: _____ Time: _____
Month Day YearAssigned Staff: _____
Name and No. / Name and No.

Is this an emergency requiring an immediate appointment? Yes ___ No ___

Would you like to have the person assigned to work with this family contact you by telephone prior to the interview to discuss your impressions? Yes ___ No ___

2ND PG REV #1
12-20-72 AB:pc

FO502-7031

ASSESSMENT & TREATMENT SERVICES CENTER

REFERRAL FORM

ASSESSMENT & TREATMENT SERVICES CENTER REFERRAL FORM

FROM: _____

TO: ORANGE COUNTY PROBATION DEPARTMENT
ASSESSMENT & TREATMENT SERVICES CENTER
331 City Drive South, Orange, CA
P. O. Box 10260, Santa Ana, CA 92711

Minor's Name: _____ DOB _____

I. Briefly describe the incident that brought this person/family to the attention of your agency.

II. If possible, describe what prompted you to refer this family to the Assessment & Treatment Services Center.

III. How did both the minor and parents respond to your suggestion that they go to the Assessment & Treatment Services Center?

	Mother	Father	Child
a) expressed interest	_____	_____	_____
b) accepted suggestion	_____	_____	_____
c) indifferent or noncommittal	_____	_____	_____
d) openly resistive	_____	_____	_____

IV. If you have any additional impressions, information, or ideas about this case that you would like to call to our attention, please describe below.

V. Prior Contacts:

<u>Date</u>	<u>Reason</u>	<u>Disposition</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

NOTE: WHERE POSSIBLE, PLEASE ATTACH ANY AVAILABLE SUPPLEMENTARY INFORMATION (e.g., ARREST OR JUVENILE CONTACT REPORTS).

CW:cl
4-27-72

ASSESSMENT & TREATMENT SERVICES CENTER
BACKGROUND INFORMATION FORM
(To be completed by Second Interview)

IDENTIFICATION

1. Juvenile's Name: _____
Last First Middle
2. Case #: _____ 3. Staff ID#: _____
4. Juvenile's Race 5. Religion: _____
- _____ Black
_____ White
_____ Spanish Surname (A/A)
_____ Oriental
_____ Other White (American Indian)

JUVENILE STATUS

6. Juvenile's Present Living Arrangement (Check one only)

_____ Parents/Family
_____ Sibling
_____ Relatives - Grandparents, aunt and uncle
_____ Friends
_____ Foster Home
_____ Alone/Roommates
_____ Other (Specify) _____

7. Length of Residence at Current Address _____
Yrs. Months

8. Number of Times Juvenile Has Moved In Past Five Years _____
of Moves

9. Education

- a. Is the juvenile presently enrolled in school? _____
Yes No
- b. If enrolled in school then:

- (1) Present Grade Level _____
(2) Type of School Attending (check one and indicate name)

Name

_____ elementary _____
_____ junior high school _____
_____ high school _____
_____ continuation school _____
_____ trade school _____
_____ junior college _____
_____ college _____
_____ other (Specify) _____

- (3) Special Program (If juvenile is in special program, indicate)

_____ EH/III class
_____ Other (Specify) _____

- (4) School Attendance Record (Juvenile) (To be completed by Clerical Staff)

Number of days officially truant during past 60 school days from date of intake: _____

Number of days absent during past 60 school days from date of intake: _____

c. If not enrolled in school then(1) Highest Grade Completed _____
Grade(2) School last attended (check one and indicate name)
Name

_____	elementary	_____
_____	junior high school	_____
_____	high school	_____
_____	continuation school	_____
_____	trade school	_____
_____	junior college	_____
_____	college	_____
_____	Other (Specify)	_____

(3) Reason for Termination

SpecifyFAMILY STATUS

10. Marital Status of Natural Parents at Intake (check one)

_____	Married to each other	
_____	Separated	When _____ Year
_____	Divorced	When _____ Year
_____	Widow (er)	
_____	Single (never married)	
_____	Other (Specify) _____	

11. Persons Permanently Living in Household with Juvenile
(exclude boarders, etc.)

_____	Mother	
_____	Father	
_____	Stepmother	
_____	Stepfather	
_____	Siblings and step-siblings (indicate number)	
_____	Other relatives (indicate number)	Number

_____	Specify Persons	Specify Number
_____	Other people (indicate number)	

_____	Specify Who	Specify Number
-------	-------------	----------------

12. Education of Parents (Natural or Stepparents) living with juvenile

a. Father/Stepfather (circle which one)

_____	Highest Grade Completed	_____	Degree (if any)
-------	-------------------------	-------	-----------------

b. Mother/Stepmother (circle which one)

_____	Highest Grade Completed	_____	Degree (if any)
-------	-------------------------	-------	-----------------

13. Present Occupation of Parents (natural or step) living with juvenile.

a. Father/Stepfather (circle which one) _____
Specify

b. Mother/Stepmother (circle which one) _____
Specify

14. Total Family Monthly Income (all sources) _____
Total

Primary Source _____

a. Mother _____

b. Father _____

c. Stepmother _____

d. Stepfather _____

e. Other _____
Specify

15. Number of People Dependent on Income

Number

16. Who is head of household? _____
Specify Relationship

PRIOR OR CURRENT DIAGNOSTIC OR TREATMENT CONTACT FOR JUVENILE RELATED TO MENTAL HEALTH (Contacts during lifetime of juvenile)

17. Specify Type of Agency, Dates, Duration

Public Agency

Name	Dates	Duration
_____	_____	_____
_____	_____	_____
_____	_____	_____

Private Agency

Name	Dates	Duration
_____	_____	_____
_____	_____	_____
_____	_____	_____

Private Practitioner

Name	Dates	Duration
_____	_____	_____
_____	_____	_____
_____	_____	_____

ASSESSMENT & TREATMENT SERVICES CENTER
331 City Drive South
Orange, CA 92668
Phone: 532-7807

ATSC Release Form

Date. _____

Re: _____

TO WHOM IT MAY CONCERN:

The above-named minor is currently involved in a counseling program at the Assessment & Treatment Services Center. Any information you can provide based on your contact with him/her would greatly facilitate our process. Thank you in advance for your cooperation.

RELEASE:

I hereby request and authorize any physician, dentist, psychiatrist, psychologist, or school administrator, to release to the Assessment & Treatment Services Center any medical, dental, psychiatric, or psychological information which may have been acquired in a professional capacity concerning the above-named minor and/or myself, and do hereby assume any financial responsibility resulting therefrom.

Signed: _____
Parent or Guardian

Signed: _____
Witness

JB:dm
3-20-73

ASSESSMENT & TREATMENT SERVICES CENTER

INITIAL ASSESSMENT FORM

(To be completed at conclusion of second interview)

1. ASSESSMENT MODE FOR INITIAL INTERVIEW

PERSONS

**

	Iden.Client	Mother	Father	Siblings	Other	Location
* Individual Interview						
Conjoint Interview						
Family Interview						

* Enter staff I.D.# and/or Consultant I.D.# in appropriate box.

** Indicate location if other than at ATSC.

ASSESSMENT MODE FOR

SECOND INTERVIEW (Fill out only if dispositional decision has not been made at first interview)

PERSONS

**

	Iden.Client	Mother	Father	Siblings	Other	Location
* Individual Interview						
Conjoint Interview						
Family Interview						

* Enter staff I.D.# and/or Consultant I.D.# in appropriate box.

** Indicate location if other than at ATSC.

2. Were any other psychological assessment activities conducted by assigned staff, at intake, first or second interview, other than the interview? If so, specify below and enter on Assessment Record.

TESTS ADMINISTERED

TO WHOM

BY WHOM Staff ID#

_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Is further assessment planned? No _____ Yes _____

If yes,

WHAT

WHERE

WHEN

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CASE # _____

CASE NAME _____

ref tidale

ATSC

[illegible]

ASSESSMENT & TREATMENT SERVICES CENTER

DISPOSITION FORM

DIRECTIONS: This form must be completed no later
than the end of the second interview

I. Disposition Decision

A. Are services and/or intervention needed for prevention of
further contacts with juvenile authorities?

Yes _____ No _____

B. Action taken:

____ 1. Accept for service at ATSC

____ 2. Dismiss and refer to

Name of agency or person to whom referred

____ 3. Dismiss: routine ATSC follow-up (no other referral)

____ 4. Dismiss: no services needed

____ 5. Dismiss: services needed but not obtained
Specify what services needed _____

Specify why not obtained _____

(lack funds, long waiting list at other agency,
etc.)

____ 6. Other (specify) _____

II. Additional Decisions

A. Is client put on 654 status? Yes _____ No _____

B. Is petition filed? Yes _____ No _____

If yes:

____ Juvenile detained _____ Juvenile not detained

C. Case referred to Probation Intake Yes _____ No _____

D. Out of home placement

1. Out of home placement needed _____ Yes _____ No

2. If needed, was placement accomplished? _____ Yes _____ No

3. If placement accomplished
____ permanent _____ temporary

CASE # _____

CASE NAME _____

III. Treatment Plan

- A. If juvenile accepted for treatment at ATSC, indicate treatment plan

Initial Treatment Plan

(Code by entering therapists' # in appropriate cells)

TREATMENT MODEPERSONS

	Ident.	Client	Mother	Father	Siblings	Other
Individual Therapy						
Family Therapy						
Group Therapy						
*Conjoint Therapy						
Activity Group						
Volunteer						
Other (Specify)						

* Less than whole family, but more than one

- B. Estimated treatment frequency and duration *

PERSONS

	Ident.	Client	Mother	Father	Siblings	Other
	Freq.	Dur.	FrcDur	FrcDur	Frc	Dur
Individual Therapy						
Family Therapy						
Group Therapy						
Conjoint Therapy						
Activity Group						
Volunteer						
Other (Specify)						

* Indicate code numbers below in appropriate space in chart -above.

Frequency: 1. more than once per week
 2. once per week
 3. every two weeks
 4. monthly
 5. Other (specify) _____

Duration: 1. less than one month
 2. one-to-two months
 3. two-to-three months
 4. three-to-four months
 5. four-to-six months
 6. over six months
 7. other (specify) _____

AB:CW:cl

8-23-72

ASSESSMENT & TREATMENT SERVICES CENTER

TERMINATION FORM

Identified Client

Name: _____
Last First Middle

Case #: _____ Staff I.D.#: _____

Date of Termination: _____
Month Day Year

Termination Due To:

1. Mutually agreed by client or responsible adult and therapist.

a. Reason for Termination

- _____ (1) Treatment/services no longer needed.
_____ (2) ATSC services presently inadequate to client's needs (e.g., special program needed, long-term treatment, hospitalization, etc.)

Specify Reason

_____ (3) Moved

_____ (4) Other - Specify _____

b. Treatment will be, or is being, obtained elsewhere
Yes _____ No _____

If yes, where _____
Specify

2. Client or responsible adult terminates (against therapist's advice).

a. Was therapist informed of termination
Yes _____ No _____

If yes:

b. Was termination desired by:

_____ (1) Client

_____ (2) Responsible adult(s)

- _____ Mother
_____ Father
_____ Stepmother
_____ Stepfather
_____ Other - Specify (family related)
_____ Other - Specify (not family: e.g., DPO, police)

_____ (3) Client and above-listed responsible adult(s)

c. Reason Given

- ____ (1) Treatment/services no longer needed/wanted
- ____ (2) ATSC services presently inadequate to client's needs

Specify Reason

____ (3) Moved

____ (4) Other - Specify _____

d. Treatment will be, or is being, obtained elsewhere

Yes _____ No _____

If yes, where _____
Specify

3. Therapist terminates treatment (against client's or responsible adult(s) wishes)

a. Termination objected to by

- ____ (1) Client
- ____ (2) Responsible adult(s)
- ____ Mother
- ____ Father
- ____ Stepmother
- ____ Stepfather
- ____ Other - Specify (family related)
- ____ Other - Specify (not family; e.g., DPO, police)
- ____ (3) Client and above-listed responsible adult(s)

b. Reason

- ____ (1) Treatment/services no longer needed.
- ____ (2) Service presently inadequate to client's needs

Specify Reason

____ (3) Moved

____ (4) Other - Specify _____

c. Treatment will be, or is being, obtained elsewhere

Yes _____ No _____

If yes, where _____
Specify

4. Other mode of termination (e.g., probation violation, adjudication, incarceration ...)

Specify _____

- a. Treatment will be, or is being, obtained elsewhere

Yes _____ No _____

If yes, where _____

- =====
1. Do you feel that treatment/services not available here should be obtained elsewhere for the client and/or other family members?

Yes _____ No _____

If yes, what type? _____

Where? _____

2. Do facilities exist to meet this need (to the best of your knowledge)

Yes _____ No _____

If yes, how was the referral made.

_____ a. therapist set up appointment

_____ b. client/responsible adult was provided with information that service/facility exists

_____ c. Other - Specify _____

If no, please indicate your reason: _____

AB:CM:pc
8-17-72

CHRONOLOGICAL HISTORY

No.	Name	Sheet No.
	Steve	One
TERMINATION CHRONO 3-1-73 to 3-12-73	<div> <div>CONTACTS</div> <div>COLLATERAL</div> </div> <div> Minor: Mother: 3-7 </div> <div>Reason for Referral</div> <div> <p>Minor was referred by Mr. Bob Jones at El Dorado High School for truancies and school adjustment problems.</p> </div> <div>Characteristics</div> <div> <p>Steve has attended El Dorado since January, 1973. His mother talked with Mr. Jones as she was concerned about Steve's lack of interest in school and his lack of friends.</p> <p>This counselor contacted Mrs. to set up an appointment. At that time, Mrs. stated Steve was doing very well and did not wish outside counseling. Mrs. had talked to Mr. Jones over a month ago and since then, the problems have solved themselves. This counselor contacted Mr. Jones and he stated that he should have referred earlier but had been snowed with work. He concurred with Mrs. that Steve was not displaying the problems he was initially.</p> </div> <div>Plan</div> <div> <p>It appears to this counselor that Steve was suffering from the change in schools and was situationally acting out.</p> <p>In view of the fact that Mr. Jones and Mrs. concur that Steve is not presently in need of counseling, this case will be placed inactive.</p> </div> <div> Jane :nd 3-13-73 <i>BJJ</i> </div>	

INSTRUCTIONS

DEPUTY COMPLETES SINGLE
COPY (UPPER PART ONLY)
AND FORWARDS TO RECORDS
ROOM.

C.J.I. RECORD CHECK

ACTION CODE

= INFORMAL HANDLING BY
POLICE (SHERIFF)
C = CITATION ISSUED
D = DETAINED AT JH AND
PETITION REQUESTED
P = PETITION REQUESTED;
NOT DETAINED

D.P.O. Janet DATE 3-2-73

UNIT Alternate Routes OFFICE NO. Placentia X#

FULL NAME OF CLIENT: Steve
(LAST) (FIRST) (MIDDLE)

AKA:
(LAST) (FIRST) (MIDDLE)

CLIENT'S DATE OF BIRTH 5 22 X
(MONTH) (DAY) (YEAR)

☐ No RECORD

<u>CHARGE</u>	<u>DATE</u>	<u>DEPT.</u>	<u>CASE</u>	<u>ACTION</u>
---------------	-------------	--------------	-------------	---------------

STEVE
NO ENTRIES EXIST FOR THE INDEX REQUESTED

F0502-9914

C.J.I. RECORD CHECK

INTERVIEW WORKSHEET

REFERRED BY: EDHS - B.Jones

REASON: truancy

SECTION I: DESCRIPTION

Name Steve AKA _____ No. _____ Race _____ Religion _____
 Address _____ Phone _____ Sex M Eyes X Hair _____
Placentia, CA Height _____ Weight _____ Age 10 POB _____
 DOB _____ Civil Custody of Minor _____
 School El Dorado High School Grade 10

SECTION II: FAMILY DATA

FAMILY MEMBERS	ADDRESS	OCCUPATION & WORK PHONE	WORK HOURS	AGE	DOB & POB	SCHOOL GRADE
Father Ralph	same as minor					
Mother Beverly	"					
Stepfather						
Since: Stepmother						
Since: Siblings						

SECTION III: WHERE MINOR HAS LIVED

TIME PERIOD	WITH WHOM	ADDRESS

SECTION IV: SIGNIFICANT REFERENCES & INVOLVED RESOURCES

NAME	ADDRESS	PHONE	RELATIONSHIP

SECTION V: PRIOR RECORD

DATE	AGENCY	OFFENSE	DISPOSITION	REMARKS

SECTION VI: MINOR'S INTERESTS & ACTIVITIES

To: Alternate Routes
Attn: Community Youth Counselor

P.O. Box 342
Placentia, CA

P.O. Box 8277
Fountain Valley, CA

YOUTH'S NAME STEVE (M) F AKA _____

YOUTH'S ADDRESS Placentia Phone _____

Date of Birth _____ Age _____ Height _____ Weight _____ Hair _____ Eyes _____

Present School EL DORADO H.S. City Placentia Grade 10

Father _____ Address same Phone same

Mother _____ Address same Phone same

Father's Business Phone _____ Mother's Business Phone _____

REASON FOR REQUEST: (Briefly Describe Present Situation or Problem)

THIS IS A PRETTY GOOD KID, BUT, EXTREME SHYNESS AND FEELS. WELL THOUGHT OF BY TEACHERS, MANY PERSON, BUT A LONELY, NO FRIENDS, OVER WEIGHT, NO MOTIVATION DOES NOT GET INTO TROUBLE. NO PREVIOUS HISTORY OF PROBLEMS. PERHAPS YOU COULD HELP HIM WAKE UP A LITTLE WHILE WE ARE WORKING FROM OUR SIDE. MOTHER IS CONCERNED ABOUT HIS LACK OF FRIENDS OR ANY INVOLVEMENT.

(Use other side if necessary)

Parents advised of this referral? Yes ☒ No _____

Referred by _____ Date 10/27/73 Agency EL DORADO H.S.

Title Asst. Principle Telephone No. _____

CHRONOLOGICAL HISTORY

No.	Name	Sheet No.
	Mary	One
INITIAL CHRONO	CONTACTS	COLLATERAL
SUMMARY	Minor: home 12-21, 1-4 office 1-2,1-9, 1-17,1-24	Mother: home 1-4 Sister: home 1-2 Father: home 12-21 Welfare & Attendance Office: phone 1-9, 1-10 V.Prin.: school 1-9 Counselor: school 1-9 Group counseling: 1-9,1-17,1-24
12- ²⁸ 72 to 2-5-73	Reason for Referral	
	<p>On 12-12-72 Mary was referred to the Alternate Routes Program following her arrest for having run away from home. (refer to police report in file) Subsequent to the police department's referral, it was discovered that Mary had also developed a truancy problem in school.</p>	
	General Characteristics	
	<p>Mary can be described as somewhat of a mature individual in her appearance and in some instances in her manner. However, underlying these initial observations, one is aware that Mary is still in transition from childhood to adolescence. It is felt that she is much more sophisticated than most persons her age due to the nature of the home environment and her choice of associates. For the most part Mary can be characterized as somewhat of a follower who is looking for acceptance from peers which would contribute to improving her self image and sense of adequacy. Mary is not a very verbal individual however, she expresses a great deal of depression that seems to be directly related to her experiences in the home.</p> <p>The situation in the home can be described as rather disrupted. Conflicts between mother and father have led to period separations which contributed to lack of organization in the home, the lack of integration between family members and the lack of a sense of security for all concerned. Mary is quite alienated from her mother and father; in fact has expressed her dislike for both persons and will tend to confide more in her older sister Becky than anyone else in the family.</p> <p>In school, Mary is considered to be an above-average student, however, her pattern of truancy has had its effect on her overall performance. Further, Mary has a tendency to associate and identify with persons attending the El Dorado High School and rejects the idea of having to attend a junior high at this time.</p>	
	Evaluation and Plan	
	<p>Initially, this counselor attempted to clarify the truancy situation. It was understood that Mr. Prickett of the Welfare and Attendance Office had already prepared a third filing for the Orange County Schools Office where her following case staffings with school officials and the follow-up contact with Mr. Prickett, action on the truancy filing was suspended for a period of time. Follow up with the school reveals that Mary has re-enrolled in school, however, her attendance is still not satisfactory.</p>	

INSTRUCTIONS

DEPUTY COMPLETES SINGL
COPY (UPPER PART ONLY)
AND FORWARDS TO RECORDS
ROOM.

C.J.I. RECORD CHECK

ACTION CODE

I = INFORMAL HANDLING BY
POLICE (SHERIFF)
C = CITATION ISSUED
D = DETAINED AT JH AND
PETITION REQUESTED
P = PETITION REQUESTED;
NOT DETAINED

D.P.O. _____ DATE 1-5-73

UNIT Alternate Routes OFFICE NO. Placentia J/A _____

FULL NAME OF CLIENT: _____ mary _____
(LAST) (FIRST) (MIDDLE)

AKA: _____
(LAST) (FIRST) (MIDDLE)

CLIENT'S DATE OF BIRTH 9 13 59
(MONTH) (DAY) (YEAR)

☒ NO RECORD J- *informal*

CHARGE DATE DEPT. CASE ACTION

DOL 001350

MARY

CHARGE	DATE	DEPT	CASE	ACTION
1 VBI 600 P/CUST	071310	MPD	13054	0

TRHE
DOL 001350

MARY

CHARGE	DATE	DEPT	CASE	ACTION
1 VBI 601 RUNAWAY	071172	PPD	721257	I

JAN 8 1973

PLACENTIA POLICE DEPARTMENT

MISSING PERSON REPORT

DATE 12-12-72

DR#

NAME <u>MARY</u>				ADDRESS <u> </u>			
OCCUPATION <u>STUDENT</u>				LAST SEEN AT <u>EL DORADO H.S.</u>			
DATE/TIME <u>12/12/72 1200</u>				CAUSE OF ABSENCE <u>FAMILY PROBLEMS</u>			
PROBABLE DESTINATION <u>FRIENDS' RESIDENCES</u>							
Sex	Nativity	Age	Hgt.	Wgt.	Eyes	Hair-Beard or Mustache	Comp.
<u>F</u>	<u>U.S.</u>	<u>+</u>	<u>5' 10"</u>	<u>120</u>	<u>BROWN</u>	<u>BROWN</u>	<u>FAIR</u>
D.O.B. <u> </u>		Color <u>W</u>		Religion <u>CATHOLIC</u>			
				Scars, marks, etc. <u>WEL SCAR-POS. AT HAND</u>			
Photo Available? <u> </u>							

Condition of Teeth, Mental/Physical PHYSICAL GOOD MENTAL - UNIL

Description of Clothing worn by Missing Person YELLOW SHORT SLEEVE PULL-OVER SWEATER — YELLOW TIGHT PANTS — BLACK "HEELS"

Money, jewelry, other articles in possession of M/P NORMAL

Automobile

Reported by (FATHER) RICHARD Address/Phone

Parents, if juvenile Addr/Phone

REPORTED RUNNING AWAY THIRTY TIMES FROM SCHOOL — LAST SEEN AT EL DORADO HIGH SCHOOL BY HER SISTER. PARENTS DESIRE M/P TO BE BOOKED INTO JUVENILE HALL. PARENTS STATE THAT THEY BELIEVE SHE IS NOT HAPPY AT HOME AND MAY BE HAVING DRUG PROBLEMS. M/P MAY POSSIBLY HAVE BEEN GOING TO A FRIEND'S HOME RECENTLY ON AVE. (CINDY) — SHE THOUGHT TO THAT

BROADCAST # NONE TYPE 375 CANCELLED

Report taken by: THORN Date/Time 12/12/72 1200 Approved

PPD Form #117 Cgt / [Signature] / Det

120 SOUTH BRADFORD AVENUE

70 CODE SECTION	71 CRIME <i>MISSING PERSON</i>	72 CLASSIFICATION <i>JUVENILE</i>	
73 VICTIM'S NAME LAST, FIRST, MIDDLE (FIRM IF BUS.) <i>MARY</i>	74 ADDRESS	<input checked="" type="checkbox"/> RESIDENCE	BUSINESS 75 PHONE

AREA AFTER TAKING THE MISSING PERSON'S REPORT AND OBSERVED MARY AND HER FRIEND CINDY WALKING W/S ON A CORNER FROM SHADBURN. M/P WAS TAKEN INTO CUSTODY, TRANSPORTED TO THE STATION AND RELEASED TO THE PARENTS AT THEIR REQUEST AFTER TALKING TO M/P. M/P INDICATED THAT SHE FELT HER PARENTS WERE NOT WITH HER BUT THAT SHE HAD PROBLEMS THAT SHE WANTED TO "GET AWAY TO THINK ABOUT".

M/P'S PARENTS DESIRE ADDITIONAL COUNSELING ASSISTANCE WITH THEIR DAUGHTER, THEREFORE IT IS RECOMMENDED THAT SHE BE REFERRED TO ALTERNATE ROUTES.

REFER TO JUVENILE SERVICES OFFICE

REPORTING OFFICERS <i>J. THORN 375</i>	RECORDING OFFICER	TYPED BY	DATE AND TIME	ROUTED BY
FURTHER ACTION <input type="checkbox"/> YES <input type="checkbox"/> NO COPIES TO: <input type="checkbox"/> DETECTIVE <input type="checkbox"/> CII <input type="checkbox"/> JUVENILE <input type="checkbox"/> PATROL <input type="checkbox"/> DIST. ATTN. <input type="checkbox"/> OTHER <input type="checkbox"/> SO./P.D. <input type="checkbox"/> OTHER		REVIEWED BY <i>SGT CASON</i>		
PPD Form #100-A		DATE <i>12-12-72</i>		

ALTERNATE ROUTES

INTERVIEW WORKSHEET

REFERRED BY: Placentia Police Dept.

REASON: Runaway

SECTION I DESCRIPTION

Name Mary Aka No. Race Religion
 Address Placentia, CA Phone Sex F Eyes green Hair brown
 Height Weight Age B.Place
 DOB Civil Custody of Minor
 School Tuffree School Grade 8

SECTION II FAMILY DATA

FAMILY MEMBERS	ADDRESS	OCCUPATION & WORK PHONE	WORK HOURS	AGE	DOB AND B.PLACE	SCHOOL GRADE
Father , Richard	same as minor	<i>same as mother</i>				
Mother ,	"	<i>same as father</i>				
Stepfather						
Since: Stepmother						
Since: Siblings						
(6)						
(9)						
(11)						
(15)						
(16)						
(17)						

SECTION III WHERE MINOR HAS LIVED

TIME PERIOD	WITH WHOM	ADDRESS

SECTION IV SIGNIFICANT REFERENCES & INVOLVED RESOURCES

NAME	ADDRESS	PHONE	RELATIONSHIP

SECTION V PRIOR RECORD

DATE	AGENCY	OFFENSE	DISPOSITION	REMARKS

SECTION VI MINOR'S INTERESTS & ACTIVITIES

INSTRUCTIONS
This form is provided by the Probation Department. To replenish your supply, apply at 301 South Manchester or telephone 532-7141.

APPLICATION FOR PETITION

Agency Placentia P.D.

Case No. _____

TO THE PROBATION OFFICER OF ORANGE COUNTY:

301 South Manchester
Orange, California

MAILING ADDRESS

Post Office Box 10260
Santa Ana, California 92711

The applicant alleges the following:

MINOR'S LEGAL NAME _____ M(F) AKA _____

MINOR'S ADDRESS _____ Phone _____

Date of Birth _____ Height _____ Weight _____ Eyes grn Hair brn Race Cauc.

Last School Attended Tuffree School City Placentia Grade 8th

LEGAL FATHER _____ Address same as above Phone _____

LEGAL MOTHER _____ Address same as above Phone _____

Father's Business Phone _____ Mother's Business Phone _____

I declare that said minor named herein resides in/or is present in/or has committed an offense in Orange County and is within the provisions of Section 602 of the Juvenile Court Law.

Type of Misconduct runaway Location of Misconduct Placentia Date of Misconduct 12-12-72

Place Taken into Temporary Custody Placentia Date 12-12-72 Time _____ Officer Taking Temporary Custody XXXXXX

Does Minor Admit Allegations? Yes _____ No _____ Non-Committal _____

Indicate Any Known Custodial Problems (suicidal, diabetic, homosexual, etc.) _____

STATEMENT OF FACTS: (Include specific details showing all elements of misconduct unless complete reports are attached)
see attached report

(Reverse side may be used for additional information)

I REQUEST THE PROBATION OFFICER TO COMMENCE PROCEEDINGS IN JUVENILE COURT. I CERTIFY THAT THE FACTS CONTAINED HEREIN ARE TRUE TO THE BEST OF MY KNOWLEDGE; I WILL TESTIFY TO THESE FACTS IN COURT IF REQUIRED.

Signed _____
Peace Officer or Complainant

Title and Agency Placentia P.D.

(Complete only if delivered to Juvenile Hall)

Section 627 of the Welfare and Institutions Code requires the referring officer to take immediate steps to notify the minor's parent, guardian, or responsible relative if the minor is detained. Whom did you notify? _____

Did you request the parents to contact Custody Intake at Juvenile Hall? _____

Admitted Juvenile Hall: Date _____ Time _____

Delivered By _____ Admitted by _____

5-4043-4024,3

APPLICATION FOR PETITION 653 WI

REQUEST FOR ASSISTANCE

To: Alternate Routes
Attn: Community Youth Counselor

P.O. Box 342
Placentia, CA

P.O. Box 8277
Fountain Valley, CA

YOUTH'S NAME _____ M F AKA _____

YOUTH'S ADDRESS _____ Phone _____

Date of Birth _____ Age _____ Height _____ Weight _____ Hair _____ Eyes _____

Present School _____ City _____ Grade _____

Father _____ Address _____ Phone _____

Mother _____ Address _____ Phone _____

Father's Business Phone _____ Mother's Business Phone _____

REASON FOR REQUEST: (Briefly Describe Present Situation or Problem)

(Use other side if necessary)

Parents advised of this referral? Yes _____ No _____

Referred by _____ Date _____ Agency _____

Title _____ Telephone No. _____

UNIVERSITY OF SOUTHERN CALIFORNIA

SCHOOL OF SOCIAL WORK

REGIONAL RESEARCH INSTITUTE IN SOCIAL WELFARE
UNIVERSITY PARK • LOS ANGELES, CALIFORNIA 90007

September 13, 1972

Miss Margaret C. Grier
Administrative Director
VISA Project
P. O. Box 10260
Santa Ana, CA 92711

Dear Miss Grier:

There has been some question raised recently by various representatives of the California Council on Criminal Justice about the lack of the employment of a control group for the VISA evaluation.

As you know, the original VISA proposal to CCCJ indicated VISA would include a control group. Since the development of that proposal, the Institute was contracted by VISA for evaluation purposes. The design developed by the Institute and your staff did not include a control group. The reasons that a control group was not used are included in the discussion which follows:

An experimental evaluation is the classical research approach. In order to carry out an experimental design for evaluation of a program, the following conditions should exist:

1. The service program must be an established, known (already defined) type of service intervention so that the experimental program is constant. That is, developmental changes or needed innovative adaptations cannot be introduced during the experimental period.
2. This established, constant type of service must continue over a period of time sufficient to optimize service utilization and to access results.
3. Controls must be possible which will reflect no bias in selection of the control sample.
4. The use of experimental design in evaluation of the delivery of human services must be free from unethical consequences or emotional or physical damage to the human subjects. What is done as well as what is withheld must be politically and socially acceptable.

5. It should be possible to replicate the experimental research design developed in similar program situations.
6. Neither the control nor the experimental program should be subject to contamination.
7. The field operations which serve as the research object should be sufficiently stable, constant free from policy changes and independent of influence from management decisions which may change (or even improve) the service.
8. Sufficient research based knowledge should already be available in order to operationalize the known relevant variables. The rigors of experimental design makes harsh demands for measurement and conceptual clarity as to cause, effect relationships.
9. Since there are usually alternative approaches at varying costs in social welfare, the most appropriate experimental design would allow a universe population to be randomly assigned to two or more treatment programs (already clearly defined through previous study) -- with one group receiving no treatment.

Does the VISA Program meet most of these requirements?

1. VISA is a new and developing type of service. It cannot yet be defined as to intervention activities. It must be allowed to grow and develop through experience before it can be considered as known or established.
2. There is almost nothing known in advance as to what time duration is necessary before results should be assessed.
3. With successive steps in volunteer selection to match child and family selection, there is no way to avoid bias, unless the control children and their assigned volunteers are told -- after selection -- that they receive nothing because they fall in the control group. Otherwise, the bias in the control would be reflected by non-cooperative parents, unlikeable volunteers and children who rejected the idea of a VISA volunteer.
4. With this matching, mutual agreement method of pairing VISA volunteers and child with family concurrence, it would be unethical and damaging to the subjects concerned as well as to the program. The uneven referrals from schools and unknown differences in severity of problems further complicates the situation.

Miss Margaret C. Grier

- 3 -

September 13, 1972

5. It would not be possible to replicate the experimental approach in a similar situation until the present program has been stabilized and studied.
6. Complete avoidance of contamination is impossible. The VISA volunteer intervention may be overpowered by the child's exposure to change of teachers, church influence, new recreational opportunities and the like. We would not attempt to isolate and control the other environmental influences.
7. The overall project evaluation in the communities of Fountain Valley and Placentia is based on a design which allows for continuous feedback of evaluative data, allowing for adaptations and new decisions for program improvement throughout the life of the project. With this continuous feedback approach to evaluation, the use of experimental method is hazardous.
8. It would be possible to approach an experimental design through the use of alternative service modalities after the selection and matching process. Some would receive A plan and some B plan or C plan. That is, we are not asking -- does VISA service make a difference? If so, we would be in use of a control group. Rather, we ask which of the variations of VISA programs are more effective after the program variations are defined and stabilized.

Please contact me if there is further question regarding this matter.

Sincerely,

Genevieve W. Carter
Genevieve W. Carter, Director
Regional Institute in Social Welfare

GWC:jks

